Principles Of Social Studies Instruction

By

SIMEON TERHEMEN PEVER, PhD

tetfund
TERTIARY EDUCATION TRUST FUND

TETF/DESS/COE/BILLIRI/MD/2019-2021/BO2/01

ABOUT THE Author

Dr Simeon Terhemen Pever is a product of Ben State University Makurdi, Nigeria where he graduated with Ph.D Social Studies Education, M. Ed Social Studies Education and B. Ed (Pre-primary and Primary Education) Social Studies Education. He also obtained NCE in Agricultural Science Education (Double Major) with College of Education Katsina-Ala, Benue State and a Certificate in General Computing with Federal College of Education (Technical) Gombe, Gombe State.

Hails from Kwande Local Government Area of Benue State, he attended RCM Science Experimental Primary School Haanya and Tseikpa Comprehensive Secondary School Adikpo all in Benue State. Dr Simeon Pever is presently a Lecturer withCollege of Education Billiri, Gombe State where he served in different capacities including Acting Director, Academic Planning and Quality Assurance (APQA), Acting Dean of School of Early Childhood Care and Primary Education (ECCE) and Head of Primary Education Department.

Dr Simeon Terhemen Pever has published a textbook on Civic Education and many articles in both reputable Local and International Journals. He is a member of many Academic Associations including Social Studies Association of Nigeria (SOSAN), Teachers Registration Council of Nigeria (TRCN), Association for Encouraging Qualitative Education in Nigeria (ASSEQEN) and Association of Nigerian Teachers (ASSONT). He is also a Fellow of the Institute of Corporate Administration (ICA).

ISBN: 978-978-790-454-4

978-978-790-454-4

@TOMMA PRINTING PRESS 08033737045

PRINCIPLES OF SOCIAL STUDIES INSTRUCTION

BY

SIMEON TERHEMEN PEVER, PhD

PRINCIPLES OF SOCIAL STUDIES INSTRUCTION

No part of this publication may be reproduced, stored in a system or transmitted in any form or by any means, electronics, magnetic tape, mechanical, photocopying, recording or otherwise, without prior permission in writing from the copyright owner..

ISBN: 978-978-790-454-4

Printed by:
Tomma Printing Press
08033737045
Copyright 2023

DEDICATION

This book is dedicated to the blessed memory of Late Professor Nerus Yerima Tadi

ACKNOWLEDGEMENTS

I am very grateful to God Almighty who made it possible for the pace of writing this book.

I am indebted to the numerous authors and scholars who I have consulted their works and publications in writing this book. The works I consulted helped in shaping my intellectual foresight and making available relevant materials for the completion of this book.

My special appreciation goes to Dr. Muraina Olugbenga Omiyefa, Dr. Mohammed kudu and Hajia Jamila Sulaiman for the review of technical accuracy.

My appreciation also go to the Management of College of Education Billiri for creating enabling environment for a material like this to be produced in the College. I also appreciate the management of Tetfund for graciously sponsoring the production of this book .

Thanks to my mother Dr Tabitha Apeize Pever who has always been a source of inspiration in my endeavor. To Anadoo, Seerdoon and ShaAna Pever, your patience during this project is highly appreciated.

Lastly, I am grateful to the general public, especially those who desire to learn and teach Social Studies at all levels of education.

PREFACE

The multidisciplinary nature of Social Studies requires a holistic approach of instruction in order to achieve its objectives which have made the subject unique at all levels of school systems in Nigeria and elsewhere.

It is the author's understanding and belief that teachers who are supposed to teach Social Studies in schools, Colleges and Universities should have a very good and sound knowledge of instruction in the discipline.

To have a very good and sound knowledge of instruction of the subject by teachers depends on the quality books that will be written in the field which is the handwork of trained Social Studies specialists.

The book **Principles of Social Studies Instruction** has a chapter that dwells on the relationship Social Studies has with other subjects, coupled with the techniques and maxims of teaching Social Studies among others that may avail the readers with useful knowledge and skills of instruction that would make teaching and learning of the subject real and meaningful.

From the efforts made in writing this book, I have benefitted immensely from diverse sources consulted and I am indeed very grateful to the various authors.

Simeon Terhemen Pever, PhD
Peversimeon38@gmail.com

FOREWARD

Social Studies is an academic field of study and those who acquire its knowledge should possess certain knowledge, attitude and values as well as skills and competencies to provide solutions to multifaceted societal problems. Meanwhile, one of the major challenges facing the teaching and learning of Social Studies is dearth of standard textbook. This problem is more glaring at the tertiary level of education. That is why the author has offered invaluable assistance to the users in the composition of the chapters in the textbook.

The book is written in simple and clear language with ideas logically and systematically arranged. It is my belief that students, researchers, lecturers and other Social Studies practitioners will benefit immensely from reading this textbook on Social Studies. I warmly recommend this inspiring, educative and pedagogically-rich textbook authored by a seasoned scholar who knows his stuff to readers in general and specifically to educators and practitioners in the field of Social Studies.

Muraina Olugbenga OMIYEFA, Ph.D
Lecturer of Social Studies
Institute of Education
Obafemi Awolowo University, Ile-Ife, Osun State

TABLE OF CONTENTS

Chapter	Title	Page
Chapter One:	Meaning of Social Studies	1
Chapter Two:	An Overview of Social Studies in Nigeria	10
Chapter Three:	Relationship between Social Studies and other Subjects	13
Chapter Four:	Social Studies Curriculum and Scheme of Work	18
Chapter Five:	Essential Components of Social Studies Lesson Plan	26
Chapter Six:	Social Studies Teaching Techniques	30
Chapter Seven:	Social Studies Instructional Materials	48
Chapter Eight:	Maxims of Teaching Social Studies	62
Chapter Nine:	Domains of Instructional Objectives	68
Chapter Ten:	Techniques for Assessing The Domains of Learning in Social Studies	75
Chapter Eleven:	The Social Studies Teacher	87

CHAPTER ONE

MEANING OF SOCIAL STUDIES

Introduction

This chapter lays the foundation for what Social Studies entails by stating some basic definitions of the subject as defined by different authors. The chapter also talks about the nature, scope and objectives of Social Studies.

Definitions of Social Studies

To give a universally acceptable definition of the concept of Social Studies is very difficult. This is because there are divergent views from those defining the subject. From the many attempts made, Social Studies place the learners at the centre and common elements such as knowledge, skills, actions, values and attitudes are inculcated into them to live a useful life not only for themselves but for others and society at large. For instance, Barth and Shermis (1970) sawSocial Studiesas a discipline in which teaching and learning attitudes, values and skills overshadow the acquisition of facts and information. In the views of Dubey and Barth (1980), Social Studies is a process of education which utilizes the study of human life for the purpose of givinglearners the opportunity to practice problem-solving of crucial importance both for the individual and society. Dubey and Barth added that the skills obtained in this process of

learning will be important to the lives of learners (especially when they are young) until they grow to make useful decisions as adults.

The Committee on Primary School Social Studies Programme (CPSSSP) and Nigerian Educational Research Development Council (NERDC, 1983) defined Social Studies as common learning of man's interaction with his or her physical and social environments. In further terms, the CPSSSP stated that Social Studies is not only a study, but a way of life, of how man influences, and is being influenced by his physical, social, political, economic, psychological and cultural context. It is the totality of experience and understanding a child gets when exposed to a course of study based on man's problems in his or her environment, the factors that are normally responsible in man's interactions with the environment and the resulting ways of life of man.Kissock (1981) viewed Social Studies as a programme of study which society uses to in still in learners the desirable knowledge, skills, attitudes and actions that are considered important. The importance here concerns the relationship which human beings have with each other, their world and themselves. Okam (1998) also sees Social Studies as a social subject that has the potential of inculcating the right type of virtues in the learner through united and interdisciplinary studies of man in his social and physical environment. Mbaba (2008) defined Social Studies as the aspect of learning which deals with how to develop skills, knowledge,

attitudes and values that characterize responsible and responsive citizens in a given society. Shamija, (2008) explainedSocial Studies as a school subject thathas the potential for inculcating the right type of virtues in the learned through united and inter-disciplinary studies of man. It deals with all aspects of man's life including his social and physical environment. It considers the relief and drainage of an area. It examines how the climate affects the activities of man; whether the effects are advantageous or detrimental. It considers the natural resources of the environment and how man makes use of them. It focuses on the culture and man as they develop in the social environment. The study of Social Studies also looks at his food, shelter, transportation system, tools, utensils, weapons, occupations and music, arts and crafts, medical and religious practices. It examines the social system of man such as forms of marriage, method of inheritance, social laws and sanctions. Social Studies also examines the type of government that man has developed to make the system operational. Social Studies discusses the economic and educational systems of man in his environment.

Reiterating Kissock (1981), Okonkwo (2012) noted that Social Studies is a programme of study which a society uses to instill in students the knowledge, skills, attitude and actions it considers

with one another, their work and themselves. The basis of Social Studiesaccording to Okonkwo, is the belief in the holistic nature of education. That is, knowledge in various perspectives aims at one thing, which is the effort to change and mould behaviour of learners to the desired one for a better society. Mezieobi (2014) viewsSocial Studies as an integrated field of study which focuses on man in his environment with a view to sensitizing man with the symbiotic relationship or interactions between him or his environment and equipping him with the intellectual reflective or contemplative skills to identify and conquer his life and environmental problems and makes his social living worth the better. In addition, according to Mezieobi, Social Studies inculcates in its clients (learners) societal socially approved and desirable value systems and attitudes.

The Nature of Social Studies

Social Studies is primarily concerned with the study of man within and around their physical and social environments. The centrality of man in the affairs of all Social Studies is the ability to

understand the multiple factors that influence man's existence in their varied environments (physical and social environments). For example, the relationships among people, between people and institutions, between people and the environment, and between people and values of the society as well as all the consequences, issues and interminable problems arising from these inter-relationships. Having in mind these factors, Social Studies is therefore seen as:

1. A subject that emphasizes the importance of man and puts man in the central position in relation to his physical and social environments. This means man can only exist in their varied environments by understanding, interacting, organizing and running the environments in an orderly cultural, economic and political settings.

2. A unified and integrated subject that draws its contents from wide range of areas as they affect man in his physical and social environments. These ingredients are mostly drawn from social sciences, current affairs, immediate community of the learner and world issues that cannot be classified as belonging completely to any particular subject area.

3. A subject that emphasizes objectives before any content can be

taught or be of importance to the learner. Before a meaningful teaching and learning of Social Studies would takes place, Social Studies teachers are expected to know what they are supposed to accomplish for the benefit of the child and the society at large.

4. A corrective study has the right type of values and attitudes that if rightly inculcated in the learners may correct abnormalities such as dishonesty, unfaithfulness, disunity, disrespectful, impatience, disorderliness, lies etc.

Scope of Social Studies

The scope of Social Studies is enormous. This is because it is seen as a compendium of knowledge that prepares learners to function as effective citizens that have the ability to solve emanating problems in their varied environments. Thus, the subject extracts knowledge, concepts, attitudes and values from other subjects especially history, economics, geography, sociology, psychology, anthropology, political science etc to enable it to study man as an entity. For example, Social Studies content includes issues around how people live in a community(Sociology) peoples' ways of life (Anthropology), information about what people produce, how they produce and distribute the products (Economics), who decides the allocation of resources (Political Science), urban and community development (Geography).

Social Studies also draws its content from local community, current affairs and world issues that are not properly classified as belonging completely to any particular subject area mentioned above. This, according to Shamija (2015) does not mean that the entire body of knowledge drawn from the social sciences, current affairs, local community and world problems are to be taught in Social Studies. What the subject intends to inculcate in the learners is the broad understanding of their total environment and to prepare them to think about issues that they may face as adult citizens in modern society.

Objectives of Social Studies

The question we may ask is, why do we need Social Studies when the subject extracts knowledge, concepts, attitudes and values from other subjects? Scholars have attempted to answer this question, for example, Kissock (1981) described Social Studies as a programme of study which a society uses to in still in the learners the knowledge, skills attitudes, and actions it considers important concerning the relationships human beings have with each other, their world and themselves. This answer has a nexus with the national educational goals as derived from the philosophy of Nigerian educational system which states that:

1. to inculcate national consciousness and national unity in the individual;
2. to inculcate the right values and attitudes for the survival of the

3. the training of minds in the understanding of the world around; and
4. the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of the society (Federal Republic of Nigeria, 2013:5).

Another answer is that; Social Studies believes in the holistic nature of education. That is, knowledge in various perspectives aims at one thing, which is the effort to change and mould the behaviour of the learner to the desired outcome. Famwang (1989) asserts that Social Studiestries to get the learners see the school subjects revolving around them as a whole and that all these are aimed at preparing them for self-service, service to the society and service to mankind for the development of the society.

Moreso, Olatunde (2010) states that 'no subject can be included in the National School Curriculum without clear aims and objectives (P.16)'. Specific objectives are precise statements of purpose. It is worth to note that the specific objectives of societies go hand in hand with the precise statements of purpose for Social Studies. Hence, as levels of development of societies differ from one another, the targets of Social Studies must also differ in these societies. For instance, one of the specific objectives of Social Studies in Nigeria is the

integration of the various ethnic groups in the country. This objective may not be necessary in a developed society like Britain or America where the societies are concerned more with how to consolidate on the exploration of space and other advanced technology or how to maintain their position as world powers. In Nigeria, the specific objectives of Social Studies for post-primary institutions as formulated at a national workshop of Social Studies educators at Ibadan in 1971 include:

1. making the student aware of the problems of his country and of the world in general, and to appreciate the interdependence between people;
2. creating an awareness and understanding of the evolving social and physical environments. Its natural, man-made, cultural and spiritual resources together with the rationale use and conservation of these resources for development;
3. developing in the student a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria;
4. developing a capacity to learn and to acquire skills essential to the formation of satisfactory, professional life. For example, to take pride in the job and sound judgements; and
5. to inculcate in the student an appreciation of his cultural heritage and a desire to preserve it.

CHAPTER TWO

AN OVERVIEW OF SOCIAL STUDIES IN NIGERIA

Introduction

Social Studies as a school subject has its origin in the United States of America (U.S.A) in the year 1916. It came into existence in the U.S.A after many centuries of wars, racial conflicts, and other vices arising from historical and cultural differences. All that America needed then, and which she developed was social training for effective citizenship. From the U.S.A. the subject spread across the world including Britain and Nigeria.

Social Studies in Nigeria

The history of Social Studies in Nigeria is traceable to curriculum changes in the United State and Britain as stated in the introduction of this chapter. Prior to the introduction of Social Studies in Nigeria, social science subjects such as History, Geography, Economics and Government were already being taught in secondary schools.

Social Studies as a school subject started at the Comprehensive High school Aiyetoro, Ogun State in 1963. In 1965, the then Western Region's Ministry of Education sponsored a conference on the teaching of the subject. Textbooks and other materials produced at the conference were adopted for use at the junior secondary schools

one and two. A conference was also held in 1967 at Oxford to discuss the issue of Social Studies in Africa. This conference paved way for the Mombasa conference of 1968 where issues on Social Studies were fully discussed and seen fit to be introduced in all schools in Africa under the African Social Studies Programme (ASSP).

In 1969, the Comparative Education Study and Adaptation Centre (CESAC) organized a review conference for the University of Lagos lecturers and staff of Aiyetoro Comprehensive High School. The aftermath of the conference was that the Social Studies textbooks for secondary schools should receive the acceptability of Nigerian educators. In the same year, the Social Studies Association of Nigeria (SOSAN) was formed to promote the development of new Social Studies curriculum for Nigerian Schools.

The Social Studies curriculum for primary, secondary and teachers' colleges were introduced after series of workshops held by the Social Studies Association of Nigeria (SOSAN) and the Nigerian Education Research Council (NERC) in 1971 and 1972. Today, these curricula include well defined objectives, contents, and suggested strategies for achieving the objectives of Social Studies in Nigeria at all school levels.

The philosophy of Social Studies programme is to enhance the achievement of societal goals thus;Social Studies is viewed as a "prisoner of societal situation" because the subject attempts to make education socially functional in achieving national goals. Social Studies emerged with the intention of inculcating the concepts of nationalism, unity and inter-dependence and cultural awareness among people of diverse population (Okam, 2011).

Social Studies as an integrated subject is a deliberate attempt at synthesizing the minimum elements of knowledge required by individuals in any life setting to make citizens function effectively and responsible.Thus, the curriculum is a reflective inter-disciplinary source with its major concepts originating from the various social science disciplineswhich provide the knowledge based for dealing with problems. Some of these problems include: social problems, political problems, health problems, environmental problems, economic problems. This is why the focus of Social Studies instruction in schools is on problems and issues of man in ever changing physical and social environment. In effect, this principle is to help the Nigerian child acquire desirable social habits, attitudes, values, and requisite intellectual skills in solving these problems.

CHAPTER THREE

RELATIONSHIP BETWEEN SOCIAL STUDIES AND OTHER SUBJECTS

Introduction

It is established that Social Studies content is derived from most especially the social science subjects. This is because at the primary and junior secondary schools, efforts are made to study people and their environment in an integrated manner. The integration of varying concepts and generalization are important to Social Studies programme because they provide ingredients that deal with people directly as a whole while in a separate subject, it is believed to be a separate knowledge. Social Studies thus, build the major foundation upon which the detail study of man and his ever-changing environments is built at the higher level.

Social Studies and Anthropology

The main area of focus of Anthropology is to study human beings, particularly their past and present behaviours and the societies. The types of Anthropology include:Firstly; - Socio-cultural Anthropology that studies the norms and values of societies, secondly; - Linguistic Anthropology that studies how language affects social life and Thirdly; - Biological Anthropology that studies

the biological development of humans. The relationship between Anthropology and Social Studies emanates from the three types of Anthropology especially, the Socio-cultural Anthropology. The Anthropological concepts that are important to Social Studies include Acculturation, Aesthetics, Ethnocentrisms, Language, Enculturation, Culture, Life cycle etc

Social Studies and Economics

Economics studies how societies, governments, businesses, households, and individuals allocate their scarce resources. It also provides valuable knowledge for making decisions in everyday life. Economics is important to Social Studies in the sense that understanding how economic systems works, helps students to become better-informed citizens; provides a foundation for self-management of finances and the business world. Economic concepts that are relevant to Social Studies include: choice, scarcity, goods and services, production, consumption, exchange, land, labour and capital etc.

Social Studies and Geography

This is the study of natural features of the earth including human activities. Geography also deals with how man affects and is been affected by his physical environment including the distribution

of population and resources activities. Geography has played important roles in the evolution of people, their ideas, places and environments. It develops a mental map of the child community, province or territory, country and the world so that they may understand the "where" of places and events. Some concepts that Social Studies borrows from geography include: locality, population distribution, weather and climate, region, spatial interaction, urbanization, environment, change etc.

Social Studies and History

This discipline deals with the study that relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events. History is important to Social Studies because it offers a storehouse of information about how people and societies relate. Some concepts that Social Studies borrowed from History include: conflict, civilization, change, revolution, exploration etc.

Social Studies and Political Science

This is a discipline that deals with the state and systems of government, group interests and participation. It also analyses political activities, ideologies and distribution of powers and resources. The study of the interactions between the people and the

state is something that Social Studies aim to do and hence, there is a symbiotic relationship between Social Studies and political science. Some political science concepts relevant to Social Studies include state, power, nation, legitimacy, government, authority, interest groups, democracy etc.

Social Studies and Psychology

Psychology as a discipline is concerned with human mind and its functions especially those that affect behaviour in particular. Psychology helps people to understand the dynamics of emotions, relationships and behaviours . Psychological concepts relevant to Social Studies include: self- concept, self-esteem, motivation, perception, frustration, attitudes etc.

Social Studies and Sociology

Sociology is the study of society, including patterns of social relationships, social interaction, and culture. Sociology helps the learner to understand the complex society through changes in economics and assumptions regarding human behaviour and evolution of humanity. The focus is primarily conflicts, changes, and order to the society. Some of Sociological concepts that Social Studies use include socialization, social change, institutions, norms, values, family, social class etc.

Social Studies and Literature

Literature is a form of human expression that could be in written and sometimes spoken material that are primarily informative, technical, and scholarly. Literature amplifies creativity, empathy, focus, and inner peace. It also provides an excellent opportunity for students to discuss a variety of important issues that concerns man. Concepts in literature that are relevant to Social Studies include: euphemism, allusion, creativity, epigraph, personification, communication etc.

Social Studies and Science and Technology

Science and Technology encompasses systematic study and practical application of the structure and behaviour of the physical and natural world through observation and experiment. Science and Technology are important in Social Studies because the understanding of how social, cultural and material elements influence the production of new practices and new ways of understanding which are very important in the child's understanding of contemporary post-modern society. Some of the Science and Technology concepts used in Social Studies include obesity, drugs, growth, development, nutrition etc.

CHAPTER FOUR

SOCIAL STUDIES CURRICULUM AND SCHEME OF WORK

Introduction

This chapter looks at the Social Studies curriculum and scheme of work with emphasis on the lower basic education school level. This is to enableSocial Studies teachers to have an understanding that Social Studies at every level has a curriculum.

Meaning of Curriculum

Finding a clear, acceptable and comprehensive meaning of curriculum is a great challenge to scholars. This depends on the different views held by different scholars. However, the school curriculum must be based on the values of the society and needs of the children for the development of the society. Three definitions are considered in this chapter.Kerr (1984) defines curriculum as all the learning which is planned and guided by the school, whether it is carried out in group or individually, inside or outside the school.Gbemaja (2002) defines curriculum as the totality of experiences which the school offers to students. These experiences he further maintained that should be systematically planned so as to

produce positive behavioural changes in the learners to make them fit into a society.Shimija (2015) looked at the term curriculum as a programmed of activities comprising what is learnt, how it should be learnt as well as co-curricular activities including guidance services planned under the auspices of the school, but may also include unplanned experience within and outside the school which can be utilized in the total teaching-learning situation.

Characteristics of Social Studies Curriculum

A good Social Studies curriculum at all levels of school must have the following characteristics. It must:

1. have dynamic goals based on the needs, interests, aspiration, and objective of the society;
2. be flexible;
3. take cognizance of the needs, concerns talents, interests, characteristics and aspirations of the child as a citizen;
4. be meaningful, practical and functional;
5. provide for the growth that is essential for the achievement of pre-determined goals of the society; and

6. be integrated and inter-related.

Components of Social Studies Curriculum

The curriculum content of Social Studies programme is drawn from a wide range variety of sources like:

i. social science subjects
ii. local community,
iii. current affairs,
iv. societal and world problems (that cannot be properly classified as belonging completely to any particular subject area)

The Social Studies curriculum has its roots in the National Policy on Education. The policy regardsit as one of the core subjects at both the upper and the lower basic education in Nigeria (Federal Government of Nigeria, 2013). This is because, the subject is recognized of having potentials for inculcating the right type of values, attitudes, knowledge, and skills through unified and integrated studies of man. The first draft of the school Social Studies modules in Nigeria was written in 1977/78 at a writing and critique workshop attended by retired and practicing teachers, parents who are specialists in field of education and other experts. The current copy is an improved version after pre-testing it in some schools and

after another critique conference held in 1988.

The school Social Studies curriculum module is a structured scheme of work based on the national syllabi for schools. Modules break the contents of the syllabi down to the basics, defining objectives, learning activities etc. The curriculum module contains a list of themes that should be covered by a teacher within a specified period of time. It also includes learning objectives, contents and content elements, activities, suggested assessment techniques and periods for each of the theme. The modules are structured in a way that would ensure uniform mode of teaching. This means that each Social Studies teacher in Nigeria is expected to teach the same topics, have the same teaching and learning objectives and activities, and assess learners using the same assessment instruments. For example, there are twenty-four (24) modules in Primary 1 curriculum, twenty-seven (27) modules in primary two, thirty (30) Modules in primary 3, twenty-nine (29) modules in primary 4, thirty-two (32) modules in primary 5, and thirty (30) modules in primary 6. Note that each curriculum of Social Studies at every level of education has its modules.

The Curriculum Modules especially for basic school level is presented in a booklet format for each class (i.e. lower basic one

–upper basic three) Each modules booklet contains modules for several subjects taught at the basic school level, including Social Studies. This is to carter for the material requirement of every teacher who is assigned to a class and is expected to teach all the subjects in that class. The Curriculum Modules are simple and easy to read. Each module consists of columns (a) to (h) discussed below:

a. Number of the Module-For instance, in the first term of lower basic one, there are module numbers 1-7; in the second term there are module numbers 8-15, and finally module numbers 16 – 24 in the third term. These indicate the number of each Module to be taught in each Term. This means that a teacher is expected to have covered 24 modules of the Social Studies curriculum by the end of primary one.

b. The Topic, content or subject matter- this gives you an idea about the topic, content or subject matter dealt with in the Module.

c. Curriculum Elements- the module or theme is usually broad, therefore, to make it easier, to teach, the module is broken down into small separate units or content elements that form the subject matter.

d. Objectives- the objectives include the knowledge or skills that each learner ought to have acquired by the end of the teaching of each module. These are stated in terms of what the learner is expected to do, the expected changes in behaviour after exposure to the lessons. This makes it easier to measure the quality and extent of pupil's learning.

e. Pupil's Activities-in order to achieve the objectives, these are activities that teachers need to engage learners in. By participating in the activities, learners will be able to gain the knowledge or acquire skills stated in the objectives.

f. Teaching Aids/Hints- this aspect of the curriculum provides guidance to the teacher in regard to preparations and materials that could be used to facilitate learning. For instance, the teacher may be reminded to use a map, a picture or real objects, to further enhance pupils' learning.

g. Suggested Assessment Techniques (AT) - these are suggestions on the instruments to be used for assessment. The AT tells the teacher to know what to look out for and how to do so, while the ACT stands for the number of each activity assessed. The teacher is provided with variety of instruments

with which to assess the learners in the cognitive (knowledge), affective (feelings/attitude) and psychomotor (skill) learning domains. For instance, the teacher can get the learners to demonstrate skills rather than write answers to questions. Other ways of assessment could be through tests, take home assignments, exams etc. Each assessment should be relative to each of the objectives and learners' ought to get a feedback from their teachers to know how they are performing. Therefore, marks need to be awarded.

h. Period-this refers to the time allotted for teaching each module. For instance, each module is supposed to be taught for a minimum of one week and a maximum of two weeks, depending on how simple or complex it is.

Scheme of Work

A scheme of work is a plan for teachers to outline what they will teach during an academic term or period. It is a guideline that defines the structure and content of an academic course. It maps out in clear terms how resources (textbooks, equipment time) and class activities (teacher talk, group work, practical discussions etc) and

used to ensure that learning aims and objectives of a course are met successfully.

Things to consider when writing scheme of work for Social Studies include:

1. studying the school syllabus carefully.
2. consider the previous experiences of the learners.
3. the school time table/calendar.
4. age of the learners.
5. teaching materials needed.

Components of Scheme of Work
Notable components of a scheme of work are:

- Content
- Objectives or outcome
- Methods of delivery (student and teacher's activities)
- Assessment strategies
- Resources
- Remarks

CHAPTER FIVE

ESSENTIAL COMPONENTS OF SOCIAL STUDIES LESSON PLAN

Introduction

A lesson plans is a design showing the various steps and methods the teacher intends to follow to achieve stated specific objectives in a given period. The effective planning and presentation of the lesson is very essential for the attainment of educational goals. This chapter discusses the essential components of an effective Social Studies lesson plan as follows:

General Basic Information

The general basic information includes the date, time of the day, the class, and the instructional material to be used.

Topic

This is the subject matter or theme or content to be taught. The topic should be clearly and precisely stated.

Behavioural Objectives

This is the simple, clear, straightforward and concise statement of what the teacher intends to achieve in the lesson. It is the most important part of the lesson because it sets the limit to the lesson

and keeps the teacher from wandering away from the topic. Besides they describe the behaviour that the teacher expects learners to exhibit in order to show that they have learnt something new. All activities in the class during a particular period are directed towards achieving the stated objectives. Behavioural objective must be stated in observable, measurable, behavioural terms, using action verbs.

Instructional Materials

Instructional materials also called Teaching aids are all the items, objects, things, people and places used by the teacher during lesson presentation to enhance teaching and learning. For teaching to be meaningful, the teacher is expected to use items that will make the learners grasp and appreciate what is being taught. Instructional materials could be audio (appealing to the senses of hearing), visual (appealing to the sense of sight); or audio-visual (both hearing and sight). A good Social Studies teacher should always ensure to acquire good variety of those materials to assist him present lesson effectively. Instructional materials must be adequate and relevant to the lesson. In planning the lesson, the teacher should explain when and how the instructional materials are to be used.

Previous Knowledge/Entry Behaviour

This is the knowledge or experience that the learner already possesses which he brings into the lesson. Entry behaviour represents the known platform from which the learner starts learning the unknown or new knowledge.

Introduction

In a Social Studies lesson, the teacher should start by either telling a story that has implication(s) on the topic to be taught or ask students questions linking what have been previously known and which can give them insight into the new topic. The aim of the introduction is to prepare the minds of the learners for the new lesson.

Presentation

This is the description of learning activities; the instructional procedure. Here, the teacher states how they will lead the class and motivate them to learn the new topic. This is usually in a stepwise or stagewise development.

Evaluation

Evaluation is used to obtain feedback from students to enable the teacher know whether learning has taken place or not. Evaluation must be related to the stated objectives.

Conclusion

The teacher should conclude the lesson by summarizing the important points in the lesson and allowing students to take them down while he moves around to ensure that they are doing the correct thing.

Importance of Lesson Planning

1. Planning for a lesson is important because teachers need to be clear about what they want to achieve from the lesson. In other words, they need to identify the aims for the lesson. (ie what learners should know or do at the end of the lesson that they did not know or could not do before the lesson).
2. It is also important for teachers to plan a lesson, because it gives them the opportunity to predict possible problems and how to resolve the problems ahead of the class.
3. Lesson plan give teachers confidence, because they feel adequately prepared.
4. Lesson planning is a good practice and a sign of professionalism.
5. The planning of a lesson also provides the opportunity to deal with time constraint. Teachers are mostly faced with the challenge of carrying out recommended activities in the curriculum module within the limited time-frame allotted for the subject, and at the same time cover all aspects of the day's lesson.

CHAPTER SIX

SOCIAL STUDIES TEACHUNG TECHNIQUES

Introduction

The Social Studies teacher is accused of using inappropriate pedagogical approaches like lecturing, dictation and note copying for a programme that requires interactive techniques in a conducive social environment for the development and sustenance of desirable social skills, attitudes and values (Okam, 2011). This chapter outlines some techniques to teaching Social Studiesthat would enable students not only to acquire or 'know' the facts concerning concepts used in Social Studies class, but to particularly demonstrate desired patterns of behaviour relevant to the individual and the society.

Concept Mapping

Concept mapping is a technique for representing knowledge in graphs. Knowledge graphs are networks of concepts, network consist of nodes and links. Both the teacher and the learner use the map to show a group of concepts and their relationships. Concepts mapping allows the teacher to present in a graph manner, all the basic information at a time. Areas of context relationship are to a large extent simplified.

Types of Concept Map

The nuts and bolts of concept maps remain the same; there are concepts and connectors (Boogaard, 2021). But these maps can be set up in a variety of different ways. Below are four most common types of concept maps and when you might want to use each one:

Spider Map: This map gets its name because it looks a lot like a spider web. It starts with core idea at the centre, and then branch outwards to subtopics in a radial pattern. The subtopics can also branch out into smaller subtopics, and so on. Spider map can be used when there is a single idea or theme that a teacher wants to build upon. The family which can be seen from two perfectives (the nuclear and extended) can be taught using spider concept mapping thus:

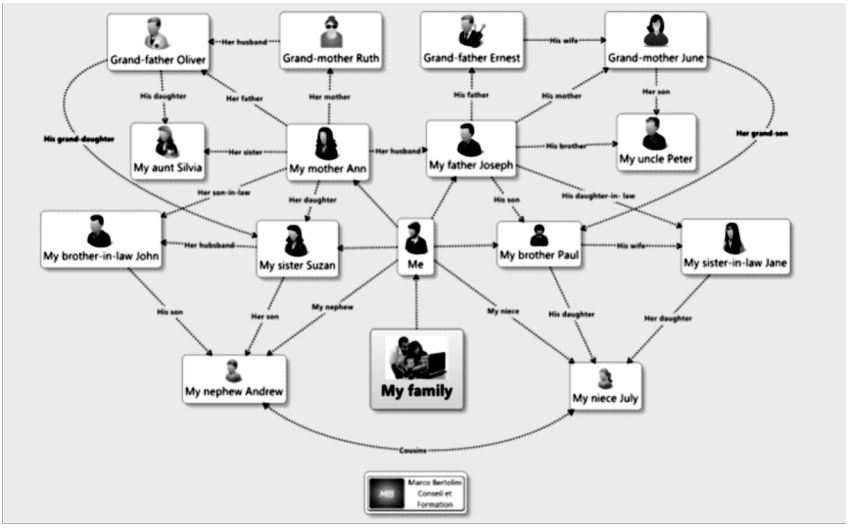

Figure 1: Spider Map

Flowchart Map: This concept map shows the steps of a process. Typically, the arrows represent different choices that are made or actions that are taken. A flowchart concept map can be used when the teacher needs to understand a process or make a decision.The family which can be seen from two perfectives (the nuclear and extended) can be taught using flowchart concept mapping thus:

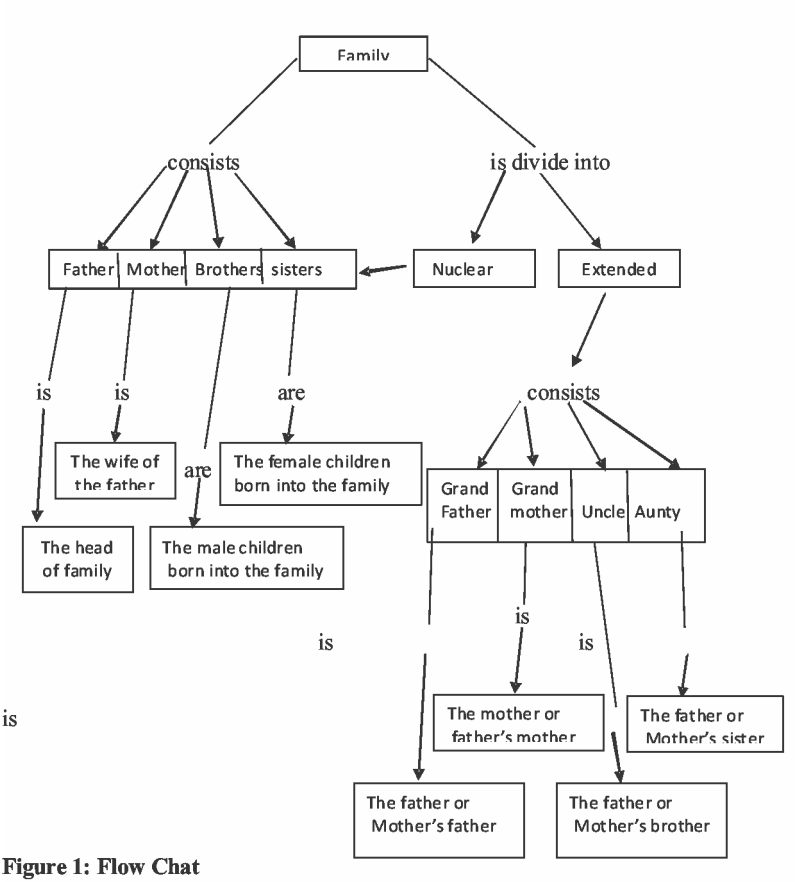

Figure 1: Flow Chat

Hierarchy Map: A hierarchy map is a type of concept map that shows the order of something. For example, school's organizational chart that shows people's roles and their levels of superiority. A hierarchy map can be used when the teacher needs the learner to understand the elements of a system, along with which elements are in the highest position and which are in the lowest. Figure 3 is a hierarchy map showing part of Colleges of Education Organizational chart as below:

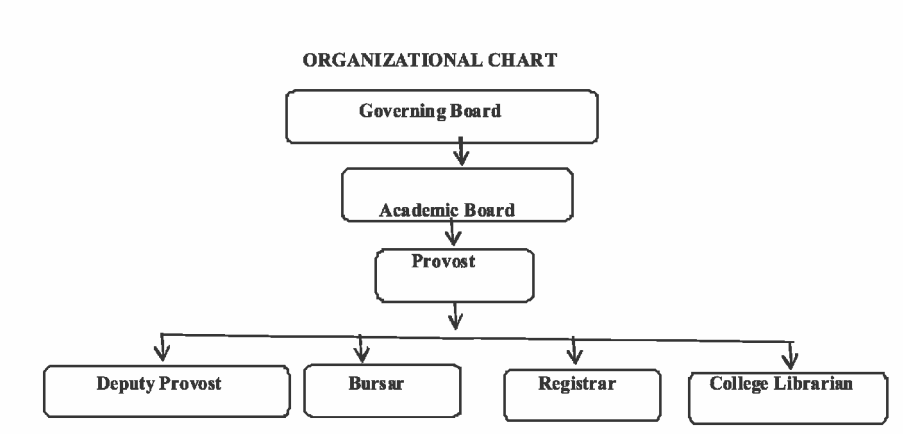

Figure 3: Hierarchy Map

System Map: A system map is referred to as the most complex of all concept maps. This because, it has to show all the different parts of a concept and how they are interrelated. Connecting of lines can include positive or negative correlations. System map often looks like

webs, but may not necessarily need to move outward from the centre the way a spider map does. The system map can be used when the teacher expects the learners to understand the inner workings of how a system or team is functioning.

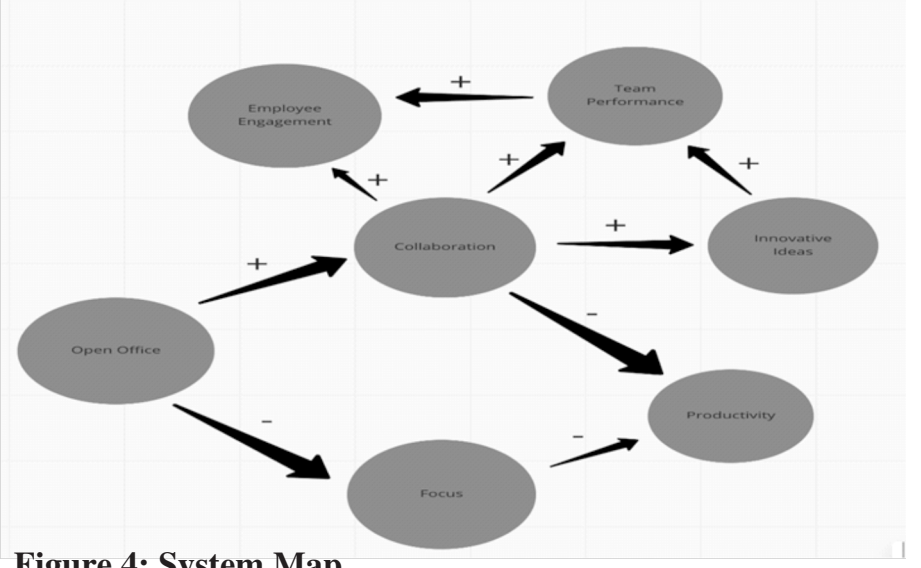

Figure 4: System Map

Steps in making a Concept Map

a. Write down major terms or concepts about a topic.

b. Identify the most general, intermediate, and specific concepts.

c. Concepts are circled or are in boxes.

d. Place the most general concepts at the top (in case of flowchart).

e. Place intermediate concepts below or around general concepts.

f. Put on specific concepts on bottom or around.

g. Draw lines between related concepts.

h. Label the lines with 'linking words' to indicate how the concepts are related.

i. Revise the map.

Advantages of Concepts Mapping

a. Helps to generate idea (brain storming etc).

b. Are used in software design.

c. To design a complex structure (long texts, hypermedia. Large web sites, etc)

d. To communicate complex ideas.

e. To make teaching easier and learning more connected with synthesis and integration.

f. To motivate learning by use of visual graphics that allows learners see relationship between concepts at a glance.

g. To aid learning by explicitly integrating new and old knowledge.

h. To assess understanding or diagnose misunderstanding.

i. To encourage imagination and creativity.

Disadvantages of Concept Map

a. A good map is time consuming.

b. No two maps are exactly the same thing.

c. Maps could reflect author's biasness.

Inquiry Strategy

Inquiry strategy involves developing questions, making observations, doing research to find out what information is already recorded, developing methods for experiments, developing instruments for data collection, collating, analyzing, and interpreting data, outlining possible explanations and creating predictions for future study. The inquiry-based instruction to Dostal (2015) is principally very closely related to the development and practice of thinking and problem solving skills. The levels of inquiry based learning as clearly outlined by Yoon, Joung and Kim(2012) are:

Confirmation Inquiry The teacher teaches a particular theme or topic. The teacher then develops questions and a procedure that guides students through an activity where the results are already known. This method is said to be great to reinforce concepts taught and to introduce students into learning to follow procedures, collect and record data correctly and to conform and deepen understanding.

Structured Inquiry The teacher provides the initial question and an outline of the procedure. Students are to formulate explanations of their findings through evaluating and analyzing the data that they collect.

Guided Inquiry The teacher provides only the research question for the students. The students are responsible for designing and following their own procedures to test that question and then communicate their results and findings.

Open/True Inquiry Students formulate their own research question(s), design and follow through with a developed procedure, and communicate their findings and results. This type of inquiry is often seen in science fair contexts where students drive their own investigative questions.

Yoon, Joung and Kim(2012) further explains that teachers should begin their inquiry instruction at the lower levels and work their way to open inquiry in order to effectively develop students' inquiry skills. When using inquiry-based lessons, Warner and Myers (2014) assert that teachers are responsible for:

1. starting the inquiry process.
2. promoting students' conversation.
3. transitioning between small groups and classroom discussions.
4. intervening to clear misconceptions or develop students' understanding of content material.

5. modeling scientific procedures and attitudes.
6. utilizing students' experiences to create new content knowledge.

Each of the above six stages of the inquiry cycle would be completed as shown below:

1. Inquisition – stating a question to be investigated.
2. Acquisition – brainstorming possible procedures.
3. Supposition – identifying a statement to test.
4. Implementation – designing and carrying out a plan.
5. Summation – collecting evidence and drawing conclusions.
6. Exhibition – sharing and communicating results.

Collaborative Instructional Strategy

Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. Graciela (2014) defines collaborative learning as a method of instruction that basically involves grouping students to work together towards a common academic goal. The method according to Graciela is based on the fact that knowledge is a social construct and social exchange that are contextually engaging and are student-centred, and lead to deeper learning. Collaborative learning

was granted a new lease of life in the second half of the 20th Century when research, according to Ranee (2016), showed that students learn faster and retain more when they became partners in the process of teaching and learning instead of remaining mere receivers of knowledge from their teacher. Collaborative instructional strategy has four types (Srinivas, 2018). These include:

One Think-Pair-Share- the teacher poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response. Students then turn to a partner and share their responses. A student response can then be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion. The calibre of discussion is enhanced by this technique, and all students have an opportunity to learn by reflection and by verbalization.

Three-step Interview - this is a team-building exercise; this structure can be used to share information such as hypotheses or reactions. Students form dyads; one student interviews the other. Students switch roles. The dyad links with a second dyad. This four-member learning team then discusses the information or insights gleaned from the initial paired interviews.

Simple Jigsaw- the teacher divides a topic into four parts with all students from each learning group volunteering to become "experts" on one of the parts. Expert teams then work together to master their fourth of the material and also to discover the best way to help others learn it. All experts then reassemble in their home learning teams where they teach the other group members.

Number Heads Together- this is where members of learning teams usually composed of four individuals. The teacher poses a question usually factual in nature, but requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the agreed upon answer. The teacher calls a specific number and the team members originally designated that number during the count off respond as group spokespersons. Because no one knows which number the teacher will call, all team members have a vested interest in understanding the appropriate response.

Elements of Collaborative Learning

The five core elements identified by Johnson, Johnson and Smith thirty years ago are still the main criteria to ensure collaboration happens (Graciela, 2014). These include:

Positive interdependence: this occurs when all members of the collaborative team are conscious of the fact that they share the same goals and that their individual learning depends on the help from other members, that working together is both individually and collaboratively beneficial and that both individual and collective successes depend on the participation of all members of the team. If positive interdependence exists, students will learn to constantly encourage each other and facilitate each other's work.

Individual and group accountability: this needs to be built into the design to ensure that each of the students is conscious of the fact that, even though the team is working towards a common goal, the individual effort of each member of the team will be observed and evaluated. If the design of the activity makes proper provision for the existence of this element, the participants will not need to fear the occurrence of the Phenomena's mentioned.

Promotive interaction: This depends on how the script for the collaborative activity has been designed. There are a number of learning processes that may be called collaborative but may lack this element because, even though the final collective success depends on all participants bringing in their efforts, the process does not involve

negotiations and interaction but is more or less the addition of different elements.

Social or interpersonal skills: These include effective communication, interpersonal and group skills. They are evidence in the way each member of the group assumes or acknowledges leadership in a process, in the dynamic processes involved in decision-making, in level of trust built within the group, in the level of efficiency of the group's internal communication and in the level of success in conflict management.

Group processing: This is referring to the need to encourage group participants to repeat, evaluate the group's performance, to discuss the needs to be done differently in order to maximize the results. Even though, this type of meta-level discussions may be perceived as a waste of time by some of the participants, it is important to communicate to the students that formative assessment, that is assessment of the process while there is still time to reverse processes and change structures, is an important element of their ultimate success.

Steps for using Collaborative Learning

Summit Management Consultants (2018:23) identified five instructional steps in using collaborative learning. These are:

Specify the objective: The teacher explains the objectives to the learners. This enables the learners to know that the activity is related to the subject matter or previous lessons from that day or week. The learner is more likely to concentrate when they are given orientation.

Conduct pre-instructional management: The teacher arranges learners in group and assigns roles to them. He double-checks if the different roles are understood.

Define the task and how learners must relate to each other: The teacher clearly defines the assignment and time frame; teaches the required concepts. They also give clear guidelines for how group members are to interact with and treat each other. When learners understand exactly what to do, and the expectation is set, that they will work well with otherstherefore more likely to succeed in the activity.

Monitor: The teacher circulates among the groups and observes progress on the task and team work. The teacher intervenes when group requires task or teamwork assistance. However, the teacher

doesn't give way answers or dispense harsh criticism. They work hard towards reaching the objective of the activity.

Evaluate both learning and behaviour: at the end of the activity, the teacher checks both individual learning and groups' success with respect to the academic objectives. they also check/comment on each groups teamwork whether they collaborated well or not. They praised those who worked to motivate others.

Demonstration Technique

In most cases, learning can be best achieved by doing. A demonstration technique is a teaching technique by doing. This is done when the teacher performs the skill being taught and the learners observe and are provided with an opportunity to practice the skill demonstrated. When using this technique, break the task into a sequence or steps and make sure that the learners can see the demonstration. The following questions should assist a teacher in determining the appropriateness of a demonstration: Does the learner need to see the process? Will the demonstration last more than required duration for the lesson? Will there be practice time for the learners? Can the learners easily identify the steps?

Simulation Technique

Simulation is a teaching technique that is conceived as a representation of the behaviour or characteristics of a system through the use of another outlet especially a computer programme designed for the purpose. According to Krulik (2010), simulation can mean mimicry, making working replicas or representations of machines for demonstration or analysis of problems which clearly illustrates real life or hypothetical situations. This technique imitates conditions of real life, providing experiences in which learners practice interpersonal and intra-personal skills; observe and analyse their own and other's feelings and behaviours. During simulations, learners practice with a variety of skills, including listening, problem solving, decision-making, negotiation and expression of feelings. Learners become involved in the process as they imagine themselves in real-life situations. After the simulation is concluded, an analysis should be conducted giving learners the opportunity to share feelings, interpretations, and perceptions of their experiences, as well as to analyse feelings and to project applications to real life. Simulation permits a learner to manipulate variables or parameters and then to observe the consequences of their choices.

Classification of Simulation Technique

Simulations are classified into physical, process, procedural and situational simulations (Ezeudu & Ezinwanne, 2013). In **physical simulation**, the object is presented on a screen while the students learn about it. **Process simulations** involve demonstrating processes that are not visible. In **procedural simulations**, a set of procedures are followed in order to understand sequence of events. **Situational simulations** have to do with attitudinal and behavioural changes of people.The Social Studies teacher uses simulation by following some of these examples:

1. When students are assigned roles as buyers and sellers of some goods and asked to strike deals to exchange the goods; they are learning about market behaviour by simulating a market.
2. When students take on the role of party delegates to a political convention and run the model convention, they are learning about the election process by simulating a political convention.
3. When students create an electric circuit with an online program, they are learning about physics theory by simulating an actual physical set-up.

Field Trip/Work

A field trip or work is a technique that involves site visiting to gain practical experience and knowledge through first hand observation and interviewing of subjects in the field. The purpose of field trips/work is to gather information. When given a field trip assignment, learners are expected to provide an oral or written report and a brochure or other evidence of the visit. They should also be able to answer several questions on the topic based on their observations and knowledge acquired during the field trip.

CHAPTER SEVEN

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

Introduction

The teaching of the present-day Social Studies has taken a new dimension. Classroom activities which were formally centred on the use of chalkboard and passed-on notebooks have gradually moved to use of other materials such as pictures, charts diagrams, real objects which are considered pleasure and appealing to the senses of the learner when adequately used. This chapter looks at the meaning of instructional materials, types of instructional materials, importance of instructional materials in teaching and learning of Social Studies. The chapter also looks at the improvisation of instructional materials, sources of materials for improvisation and management of instructional materials.

Meaning of Instructional Materials

Instructional materials also called Teaching aids are all the items, objects, things, people and places used by the teacher during lesson presentation to enhance teaching and learning of Social Studies by simplifying difficult concepts and ideas. In the words of Edinyang and Ubi (2012), Instructional Materials are all the resources within

the reach of the teacher and the learner which are employed to facilitate learning. To Kazi (2005), instructional materials are those items that teachers use to supplement the normal learning process of listening, seeing, reading and writing. While Huitt (2003) viewedinstructional materials as the conglomeration of functional ideas and viable materials that appeal to all the senses which make teaching and learning more effective.

Classification of Instructional Materials

Instructional materials are classified under **teaching materials** and **learning materials**. These are discussed below:

a. Teaching Materials: Teaching materials are aids teachers use to help pupils learn. They help teachers to explain ideas in a concrete way. Examples include a picture charts or posters, flash cards, real objects, and other materials that help learners learn.

b. Learning Materials: Learning materials are resources that learners use to help themselves learn. They help pupils learn actively, either independently or with others. Examples of learning aids include stones, seeds, and shells for counting, games to learn proper spelling, and worksheets that require learners to answer questions in writing.

Types and Examples of Instructional Materials

The types of instructional materials are described under the following visual, visual, audio-visual, artefacts and computer resources. These are explained below:

1. Visual: These are instructional materials which use sense of vision. For example

a. Wall Charts: Are large pieces of paper or cardboard which contain information which may be in form of diagram, pictures, table, graphs etc.

b. Posters: A large printed picture that convey message. Posters can be used alone to explain a lesson or used to tell a story.

c. Chalk or Marker Board: The chalk or marker board is a board for writing during lessons or instruction. It can be erased, allowing the surface to be used again and again. It should be kept clean when not in use. Teachers should write legibly and large enough for all to see, organize materials on the board in an orderly way, use underlining, colour and boxes to emphasize key ideas, avoid standing in front of the board, preventing the learners from viewing what they have written.

d. Graphs: A graph is a symbolic drawing that illustrates relationships or makes comparisons. The most common types are the line graph and the bar graph. The use of a graph for teaching will depend on the type of information the teacher wants to pass across to learners. The pie- chart may also be used to show brief comparisons of quantitative data.

e. Flashcards: pieces of paper or cardboard with words or pictures on them used for teaching or reinforcing certain concepts and ideas.

f. Globes/Maps: These are presentations that help to explain issues such as locations, weather and international affairs.

2. Audio Instructional Materials: These are instructional materials that appeal to the sense of hearing.

a. Tape Recorders/Audiotape/CDs: A teacher can record a lecture or one of the children's programme and allow learners listen and learn from it. It can be used as a trigger for discussions in class.

b. Radio: The radio is a very useful media for teaching and learning. Radio programmes provide updates, news, educational issues, music and children's programmes.

3. Audio-Visual Aids: These are materials that are both audible and visible.

a. Television: The television can be used to present programmes that depict real conflicts and issues that allow learners to suggest possible solutions. This helps them to develop skills in problem solving.

b. Videocassettes, VCDs/DVDs: Videocassettes, video compact disks and digital compact disks are devices which provide motion, colour, and sound. It is a popular teaching aid because children love to watch television. It's captivating effect also has a strong impact on the reception of its messages to learners. For example, tape, compact disc.

4. Artifacts: These are sometimes called realia materials. They are objects, work of art, relics etc that are used for teaching/learning because they make the learning experience real to learners. They can see what is being discussed and it makes a lot of sense to them, as opposed to if teachers were describing them, because it would seem like something abstract to the learners. It is usually useful for introducing new concepts. For example, a teacher who wants to talk about the media can bring a TV, radio, CD player, newspaper etc to class or objects that look exactly like them such as toy cars, etc to illustrate the meaning and functions of the media.

5. Computer Resources: Technological development has contributed immensely to the use of modern technologies for teaching and learning. In fact, learners can learn on their own at home through computer-assisted programmes. For Example

a. Computers games etc: Computerized games have been developed to teach children about alphabets, vocabulary and other specialized subjects. These are simple operated devices, which they can use even as toddlers. Some private schools have introduced the use of such computer programmes and computer games to facilitate teaching and learning. These can also be obtained in supermarkets and some bookstores.

b. Internet Resources: The internet is a bank of data and information on virtually everything one can think of. Children who have been taught how to use a computer and the internet can learn so much from the internet. They can log on to educational sites, research and learn so much from people in other countries. However, young learners should be informed that the internet also contains bad information that can be harmful to them. Therefore, the use of the internet

should be under an adult's supervision. Teachers and parents can also use special programmes that will restrict them from viewing what may be harmful to them.

Criteria for Selecting Instructional Materials

Certain considerations should be made when selecting resources for instructional materials for teaching Social Studies. Some of these factors are highlighted below:

Learner Characteristics: Individual differences of learners should be put into consideration. Therefore, materials selected should cater for the different learning styles and competence.

Types of Learning Activities: The tasks and activities for learning would help to determine the type of instructional materials to be selected.

Quality of Production: Materials to be selected should be of high quality production in terms of clarity of messages, boldness in size of printed letters/numbers/pictures etc

Social-Cultural Relevance of Material to Curriculum Content: An instructional material may be the best in all regards, but if it is not relevant to the content of the curriculum for which it is intended, it becomes useless. For example, a material intended for the pupils in

the U.S.A. may not be appropriate for Nigerian pupils because of the differences in the content of the curriculum, except if the material is adapted in line with the local curriculum used.

Relationship of Content to Pupils' Experiences: Materials should reflect learner's interest, levels of comprehension, age, and maturation level.

Suitability of vocabulary: The use of language is important. A material with very complex vocabulary will be of no use to a primary one-school pupil.

Accessibility: The material should be available, affordable and within the reach of its users.

Durability of Equipment and Materials: Since materials are supposed to be used from time to time, it is essential that they are durable. For example, a laminated chart will be more appropriate than a paper chart.

Ease of Operation: In cases where schools can afford equipment such as video, projector, computer, multi-media etc, preference of equipment to be selected should be based on its user-friendliness. That is, it should be easy to operate.

Cultural Sensitivity: The materials should not be culturally offensive. Rather, it should reflect culturally acceptable pictures and illustrations.

Gender Sensitivity: In line with current trends, materials used should reflect issues that promote respect and dignity of both male and females.

Importance of Instructional Materials to Social Studies

Instructional materials are very important in teaching and learning of Social Studies. Some of theseimportance are:

Helps to Support Teaching Strategy and Learning: Instructional materials usually contribute to the efficiency, depth and variety of learning. This is because these materials simplify learning by using the senses of hearing (through audio tapes or radio, CDs etc) and sight (through visual aids such as posters, charts, maps, videotapes, overhead PowerPoint and projectors etc), as well as sense of touch (through models, real objects etc). Research indicates that people learn and retain information, (about 50%), when they see and hear, while their learning and retention increases drastically when they say and do (through drama, discussions, demonstration, simulating real experiences etc). With this at the back of a teacher's mind, they should

select appropriate teaching strategies and support the teaching process with the use of relevant teaching materials in order to carter for the needs of visual, auditory and kinetic oriented learners to achieve the desired learning outcomes.

Motivates and Arouses Learners' Interest: More often than not, pupils dislike the idea of going to school. They would rather stay at home to watch their favourite TV programme or play games with a friend in the neighbourhood. Teachers can make learning fun by being creative and innovative. They can motivate learners and rekindle their interests in school activities when they use instructional materials. Children love pictures.Therefore, teachers can make use of colourful picture charts or posters to support their teaching of certain concepts. Since they also enjoy play activities, teachers can use games and drama to teach other topics. Learners will love attending such lessons.

Allows Effective Use of Teaching Time: Contrary to the view that the use of instructional materials is time wasting, it actually helps the teacher to manage teaching time efficiently. For example, instead of using many words to describe a sound, object, or function, the teacher can play a recorded of sound, show a picture of the object, or presents a diagram of the function. As a result, the learner understands faster

and the teacher is able to save time, which would have been spent in long explanations.

Helps to Emphasize Areas that Need Reinforcement: Instructional materials build on previous learning and provides additional information that adds value to teaching and answering of learner's questions, while avoiding needless repetition. It helps to keep the goals and objectives of the subject in proper perspective and supply a concrete basis for conceptual thinking. It helps to prevent gaps in learning and provides necessary support for achieving curriculum goals by laying emphasis on key points that need to be retained.

Contributes to Vocabulary Development: Good instructional aides also can help resolve some language barrier problems and increase learners' vocabulary. Many times, words or sentences used in an instructional aid are carefully selected to convey the same meaning for the learner as the teacher intends. Some of these words may be new to learners who easily pick the new words, which are often self-explanatory.

Helps to Concretize Learning Outcomes: The use of learning/teaching aids assists the recall rate of learners, since they would find it easier to retrieve materials that they saw and read rather

than those they simply read. It is also helpful if these materials contain operations which would involve the learner's participation.

Improvisation of Social Studies Instructional Materials

Improvisation is the alternative use of local materials as instructional material by a teacher of Social Studies when the real or original equipment is not readily available. During improvisation of instructional materials, the teacher should consider the following:

1. **Characteristics of learners: C**onsider the individual difference of learners. By so doing therefore, the teacher should look for materials that would carter for the different learning styles and competences of the learners.
2. **Types of learning activities:** The type of activity and the content of the lesson determines the kind of instructional materials to be improvised by the teacher. For example, when teaching the topic **family,** the teacher should endeavour to improvise an instructional material that depicts family members/activities.

3. **Clarity of instructional materials:** The materials a teacher of Social Studies would improvised should be very clear in the sight of learners. This should be in terms of boldness in size of printed letters/numbers/pictures, etc.

4. **Relevance of material to curriculum content:** The material improvised should be in line with the content of the curriculum content for which the teacher intends to deliver.

5. **Cultural sensitivity:** considering cultural differences, the materials to be improvised should not be offensive. It should rather reflect culturally acceptable pictures and illustrations in order not to create ill feeling in the classroom.

6. **Gender sensitivity:** The materials improvised should consider issues that promote respect and dignity of both male and female learners.

Sources of Materials for Improvisation of Social Studies Instructional Materials

The environment is full of both physical and man-made material resources that could be used for improvisation. Social Studies teachers need to harness the opportunity provided by the overflowing

resources to produce variety of materials that can bring about real and meaningful learning. Most of the materials used for improvisation can easily be obtained from the home, radio repair shops, the laboratory, school, office, automobile mechanic sites etc.

On effective improvisation of instructional materials for maximum utilization, Ahmed (2017) outlined the roles of students and school authority aside teachers as below:

Role of Students: They should be engaged in the collection, assembling, fixing etc of source basic and non-injurious for improvisation.

Role of School Authority/Teachers: The fundamental roles to be played by school authorities and teachers include:

1. providing storage facilities for the improvised materials or materials meant for improvisation.
2. soliciting the support of expert within the community to assist in the improvisation exercise.
3. rendering motivation to encourage the teachers.

CHAPTER EIGHT

MAXIMS OF TEACHING SOCIAL STUDIES

Introduction

The teaching of Social Studies is an art which encompasses mastery ofthe subject and scientific knowledge of teaching style for transfer of knowledge to learners. In order to achieve this objective, teacher's subject knowledge may not be the only factor which is required in instruction; teacher should know some maxims with the help of which they may present the subject matter before the learners effectively as well as efficiently. Maxims are general ideas and methods of doing a work which prove helpful in the task of teaching. Maxims have been formulated by the psychologists, educationists, pedagogues and preceptors on the basis of their experiences. Different maxims of teaching are applied in different teaching situations on the basis of well-planned strategy and logic. These maxims include:

From Known to Unknown

This maxim states that the new knowledge to be given to learner must be logically linked with their previous knowledge. As the child enters

school, they possess some knowledge and it is the responsibility of the teacher to enlarge this previous knowledge. In Social Studies, most of the units or concepts are arranged across classes and levels in sequence. This means that most of the concepts are repeated in varying forms and complexity throughout Social Studies programme. For instance, you may have a topic on '**family**' in primary one (or previously), which provides basic information about who and what makes up a family. In primary two, the topic may be repeated as **family relationships**. This topic will reiterate what was learnt in primary one (or previously) and provide additional information such as the **role of children and adults in the family**, **expected behaviour and expression of rights in family relationships (as unknown)**. The idea is to build on previous knowledge as the learner increases in age and social experiences using a variety of situations and settings.

From Simple to Complex

In this maxim of instruction, easy elements are presented to the learners first and gradually the teacher proceeds toward difficult elements. Alternatively, the teacher should start with simple thing and proceed to difficult ones in a logical and systematic manner. The learner becomes receptive to the complex matter with the

presentation of simple materials first. On the other hand, if complex matter is presented first, the learner becomes upset, feels bored and finds themselves in a challenging situation.

From Concrete to Abstract

Concrete deals with materials that are solid, perceived or visualized while abstract deals with elements that are only imaginative or vague. Social Studies lessons ought to start in the concrete and end in the abstract. For example, when students are to fully understand the concept of nation,they should first visualize and comprehend the notions of territory, boundaries, governments, cultures, history and shared goals and dreams for the future as well as other abstractions that may be subsumed in the word **Nation.**

From Definite to Indefinite

A Social Studies teacher should always start from where the learner should be free from doubt because definiteness (clear) has its limited boundaries and jurisdiction than indefinite (unclear) things. Confidence is built on indefinite and tested things. We learn indefinite things easily on the basis of definite things. Hence a teacher while teaching any content should first present definite things, ideas

From Actual to Representative

First-hand experience makes learning more vivid and efficient than to portray by pictorial or to stand in place of a real thing. A teacher, while selecting the content for presentation should make all efforts possible to present it through actual, natural or real objects than from their improvised representative like pictures, models etc. For example, to teach culture, teachers should try their best to bring in materials that learning will be more vivid and the pupils will retain it for a long time instead of teaching through sketches, model or pictures.

From Analysis to Synthesis

Analysis is when we sufficiently explain a concept into separate elements in order to understand it easily while synthesis is the formation of complex coherent elements. Analysis helps learners to understand the hidden elements of a thing or the causes of some incidents or behaviour. For instance, to achieve moral development in Social Studies, aspects such as respect, humility, contentment etc should be analysed to enable the child understand the pros and cons. After it the students are made to understand the synthetic view of moral development.

From Particular to General

A teacher should always proceed from particular to general statements. General facts, principles and ideas are difficult to understand and hence the teacher should always first start with particular things and then lead to general things. Suppose the teacher is teaching culture, they should first of all start with the culture of the people in the immediate locality before proceeding to the general culture of the people. Starting from particular to general will give the child a systematic and logical understanding.

From Empirical to Rational

Empirical is less general statements and it is based on experience whereas rational is more general statements or reasoning. The safe approach in teaching Social Studies is that the teacher should proceed from empirical to rational. It is a journey from less mental maturity to more maturity. This maxim is an extension of some of the maxims-proceed from simple to complex proceed from concrete to abstract and from particular to general.

From Induction to Deduction

The process of driving general laws, rules or formulae from particular examples is called induction. In induction if a statement is true in a special situation; it will also be true in other similar situations. It

means drawing a conclusion from set of examples. While using this process in teaching, a teacher has to present particular examples or experiences and tell about similarity of their attributes. Deduction is just opposite of induction. In it, we derive a certain particular conclusion from general definition. So a good teacher always proceeds from induction and finishes at deduction.

From Psychological to Logical

This maxim is child centred. The teacher studies the mind of the child before and during instruction in terms of interests, abilities, attitudes, development level, needs and reactions which is psychological, while Logical approach considers the arrangement of the chosen content into logical order and steps. Social Studies teacher should keep in mind the psychological selection of the subject matter to be presented before the pupils.

CHAPTER NINE

DOMAINS OF INSTRUCTIONAL OBJECTIVES

Introduction

The teachers motive in a Social Studies class is to bring about changes in behaviour of the learners that meet their challenges, that of the parents and the society. To achieve these motives, the teacher has to consider the usage of the **Cognitive, Effective and Psychomotor measures**. The aim of this chapter is to bring to the knowledge of the Social Studies teacher what is needed to be assessed during the lesson.

The Cognitive Domain

The cognitive domain deals with the activities of human mind. How it reacts to issues, analyses, synthesizes, evaluates, applies the knowledge and pass judgment. Cognitive domain therefore is the aspects of human behaviours that people develop to function, perform and carry-out activities like assessing, analysing, interpreting, recalling and remembering facts, evaluating issues, inferring principles and deducing rules. Cognitive domain is classified into Knowledge, Application, Comprehension,

Application, Analysis, Synthesis and Evaluation.

Knowledge: This is the situation whereby the child is able to recall and remember what was previously learnt in the class. The child at this point is able to recall and relate facts learnt in previous lesson to those facts, concepts and principles, terms to the present situation. The teacher assesses the level of how the child can define and know common terms, identify the specific terms, identifies basic concepts in the subject, state basic principles of the subject or topic etc.

Comprehension: It is the ability of a child to **grasp the meaning of material**. This may be shown by:

(a) translating material from one form to another (words or numbers).

(b) interpreting material (predicting consequences or effects).

(c) distinguish one item to another.

(d) summaries ideas, comprehensive and stories.

(e) estimate and explain with relevant examples.

Synthesis: This refers to the knowledge and skills the child acquires to form and organize ideas together and form a new concept. At this level, the teacher assesses how the learner can relate old ideas to the new concept, organized and give well prepared speech, write a

creative article, develop plans for experiment, formulate a new scheme for classification of objects etc.

Application: This refers to the ability of the child to apply learnt materials to a new concept. These include the following: rules, concepts, principles, methods, laws authorities. The teacher assesses the level of how the learner can apply skills to operate a computer, manipulate and solve problems, predicts future occurrences etc.

Analysis: This refers to the ability of a child to break down materials learnt into components and also understand its organizational structures. What the teacher assesses at this level is how the learner can discriminate between materials, draw diagrams and label, identify parts of the diagrams and differentiate each part, give a relationship between parts as well as ideas etc.

Evaluation: It is the ability of the child to make valued judgement as to the worth or value of an idea, purpose, solution to the problem. The learning outcome in this aspect is the highest in cognitive hierarchy because it contains everything in the other categories plus value

Definitions	Remembering	Understanding	Applying	Analysing	Evaluation	Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms basics concepts and answers	Demonstrate understanding of facts and ideas of organizing comparing, translating, interpreting, giving, descriptions and stating main ideas	solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	Examine and break information into parts by identifying motives or causes. Make inferences and find evidences to support generalization	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.	compile information together in a different way by combining elements in a new pattern or proposing alternative solutions
Verbs	Choose Define Find Label List Match Name Omit Recall Relate Select Show etc	Classify Compare Contracts Demonstrate Explain Illustrate Infer Interpret Outline Relate Rephrase Show etc	Apply Build Choose Construct Develop Experiment with Identify Interview make use of Model Organize Plan etc	Analyse Assume Categorize Classify Compare Contracts Discover Dissect Distinguish Divide Examine	Agree Appraise Assess Award Choose Compare Conclude Criticize Decide Deduct Defend Determine etc	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss etc

Table 1: Revised Bloom's Taxonomy Action Verbs

Source: Anderson and Krathwohl (2001)

Affective Domain

The affective domain is a personality trait that is expressed either in the negative or positive way. In other words, affective domains are positive or negative feelings that the teachers may discover from the learners as they evaluate them. The effective domain is concerned with beliefs, valuing, interests, appreciation, attitudes, social relationships, emotional adjustment, habits, life styles and social norms.

The following personality traits can be assessed in the affective domain (Akem, 2008):

a. Morals, norms, culture, customs and beliefs
b. Attention and perseverance (Valuing, appreciating, interests, responding and attending to).
c. Pro and anti-social activities: culture, arts, values, friendship, peer group etc.
d. Interest (dislike and like) in subject areas and job placement.
e. Emotional behaviours (attitudes, appreciation, adjustment).
F. Self-concept (social relationship, valuing, organization of life style).

Instruments to assess Affective Domain are:

a. Observation techniques.
b. Questionnaire technique
c. Anecdotal records
d. Rating Scale
e. Socio-metric technique

f. Checklist scale.

These instruments are discussed in chapter ten of this book.

Psychomotor Domain

This type of domain is concerned with physical activities and skills a child acquires from childhood to adulthood stage. These skills and activities include body movements and manipulative skills. They include speed, accuracy, and setting up a resource room. Psychomotor domain has six basic levels. These are:

Reflex Movement: The reflex movement include movement of the eyes, sneezing, excretion (call of nature) movement of organs etc.

Basic Fundamental Movement: The movement here include the limbs, crawling, running, creeping, sliding, rolling, climbing, jumping etc.

Perceptual Ability: The perceptual ability is the combination of cognitive and psychomotor domain because it relates to the ability of individual to perceive and distinguish things through the senses. Awareness of self, awareness of environment and visual discrimination.

Physical abilities: This include the ability of a child to develop high skills movement, endurance, strength, flexibility and agility.

Skilled Movement: The skilled movement requires skills in sporting

activities, dancing, recreation activities etc.

Non-discursive Communication: This is categorized into Expressive movement.

Interpretive Movement: This is the child's ability to communicate by means of movement including facile expression, posture, gesture, laughing, drawing etc.

The following are the psychomotor skills a Social Studies teacher can assess from his students:

A. Writing smoothly and legibly

b. Drawing pictures and maps

c. Perform dance skilfully

d. Logical arrangement of materials

How to assess psychomotor domain: The first thing teacher can do is to identify the psychomotor skills in each of the concepts and the psychomotor ability they want to assess.

CHAPTER TEN

TECHNIQUES FOR ASSESSING THE DOMAINS OF LEARNING IN SOCIAL STUDIES

Introduction

This chapter discusses the instruments teachers of Social Studiescan use to assess cognitive, affective and psychomotor domains in carrying out assessment in the school. The instruments include assignment, project, questionnaire, interview, observation, case study, anecdotal records, rating scale, checklist, socio-metric and attitude scale.

Assignment

A teacher assigns some specific tasks to the students to complete in a specified period of time. It may be classwork or home work. Assignment is a task that may involve students in library research, where students are compared to take initiative themselves to justify the task assigned to them by the teacher. The tasks assigned should be within the capacity of the students and they should develop interest for them. Students who undertake assignment would also desire to have afeedback, the teacher is therefore charged with the responsibility of providing feedback whenever he or she gives task to

his students. The result of the assignment in most cases should also serve as part of continuous assessment and the scores incorporated in total evaluation of the student's work in the class.

The following are the functions of assignment when marked and feedback is returned to students:

a. It helps students direct the study and further action on their academic work.

b. It reduces anxiety in learning situation and creates time for new task.

c. It provides more opportunities for teachers and students to remedy teaching and learning difficulties and deficiencies.

d. It contributes to assessment of cognitive and effective behaviours of students for comprehensiveness.

e. It engages students in the absence of a teacher from class and at home

f. It improves opportunity for the students to be initiative and self-dependent.

What the teacher needs to know in administering assignment

a. Identify the objectives of the assignment.

b. State the criteria to be followed during the assignment.

c. The reference information should be clearly stated and defined.

d. The task must contain item difficulty index to meet the higher and lower abilities.

Projects

Project is another method of assessment that provides a deeper insight into student's level of feelings and the way they would react to issues. The responsibility of the teacher is to guide the students as they need help. The following are the activities that the teacher can involve students:

a. Data collection on various activities in the school and outside school environment.

b. Painting and drawing of maps, national flag, coat of arm, naira notes, cutting of charts, carpets, creative work etc.

c. Self-identification projects: This includes direct and indirect observation of museums, market activities, written reports etc.

The following are the uses of project (Akem& Aduloju, 2003):

a. It makes learning real because students are faced with real life situation. That is, tasks that are practically presented to them to tackle.

b. It makes learning clear because it supplies concrete objectives so that the students know that they have succeeded at the end.

c. It puts responsibility in the students and gives scope for their initiatives.

d. It makes learning social, students at this level interact with one another and create cordial relationship among themselves.

e. It creates room for leadership as other students would be leaders of the group.

How to Administer a Project;

a. Identify the project area/location

b. Identify the purpose of the project i.e. in more specific terms with reference to cognitive, affective and psychomotor behaviours.

c. Identify the priority areas.

d. The scoring and grading formula should be clearly stated.

Questionnaire

Questionnaire is written questions that can assist the teacher to obtain information from the students. The teacher uses this technique to obtain data concerning students` interests (what they like and do not

background, family status etc.The two types of questionnaire are:

Structured questionnaire: Students at this level are restricted to their responses. There is control over the extent to which students can answer questions. In fact, there is no flexibility in answering questions in any way because everything is structured. **For example:**

A. Excellent, B. Very good, C. Fair. D. Poor

Open-ended questionnaire: this questionnaire contains direct questions. Students are given opportunity to express themselves in a relaxed environment, they have freedom to express their opinions. These are in the form of essay questions. Sometimes they take form of sentence completion. For example:

i. **When I think of the forthcoming examination, I feel…**
ii. **In your words, state briefly causes of examination malpractice…**

Interview Technique

Interview according to Akem and Aduloju (2003) provides opportunities for direct and indirect observation. It is a face-to-face interpersonal relationship between the interviewee and the interviewer. Interview technique may be classified into two:

Structured Interview: The structured interview contains set of standardized questions to be asked in a specific order or situation. In structured interview, questions are planned in serial form which are strictly followed during the interview. Below is example of structured interview:

a. Nigeria got independence in the year -------?

(a) 1960 (b) 1985 (c) 1976 (d) 1970 (e) 1990

b. How many states do we have in Nigeria?

(a) 36 (b) 40 (c) 30 (d) 25 (e) 26

c. Why do you like Social Studies? (Check nearest correct responses)

(a) Social Studies teacher is my friend. (b) the Subject matter is easy.

(c) for Future occupational interests. (d) Very difficult. (e) Easy work.

Unstructured Interview: The unstructured interviews are limited to the number of questions. The order and exact form in which questions are asked is not specified. It allows the respondent more freedom but makes categorizing responses more difficult. The interviewer (teacher) at this level doesn't prepare any set of questions to be asked. Questions are picked at random and thrown to the candidate. For

example, where the school conduct general interview, employment interview etc. In conducting the interview, the teacher should be mindful of affective behaviours such as facial expression, body movement, feelings, verbal statements and use of words, and language expressions.

Observations

Observation is another method or technique the Social Studies teacher can use to measure a child's personality. Here, the emphasis is directed to the overt behaviour or subjects. The teacher uses observation to collect data on attitudes, habits, beliefs, values, relationships and other social behaviours.

The following are the types of observation:

Non-participant observation: Here, the observer is not directly involved in the situation to be observed. He does not interact with the student or object of observation.

Naturalistic observation: In this type of observation, the observer purposely controls or manipulates nothing and he works very hard at not affecting the observed situation in any way. The intention is to record and study behaviour as it normally occur. For example, teacher behaviour, teacher/student relationship, female/male attitudes towards themselves.

Stimulation Observation: In stimulation observation, the researcher creates the situation in the class to be observed and tells students what activities they are to engage in. The teacher uses this as an instrument to observe behaviour that occurs frequently in natural situation. **Two major types of simulation are individual role playing and team role playing.** The first is concerned with individual students where he is given assignment and problem to solve. The teacher (observer) then records and evaluates the subject's solution to problem. In team role playing, groups of students are presented with a situation and problem and results are recorded and evaluated for example personality traits of the students.

A Case Study

A case study is a kind of method that investigates an individual, group or institution activities. The aim is to bring out the factors that resulted in the current behaviour or status of the subject of the study. In carrying out this method in evaluation, the teacher should consider the following:

a. Identify the behaviour to be observed.

b. Determine the method to be observed.

c. Conclusion/summary made about observation.

d. Keep records on all the observed behaviours.

Anecdotal Records

Anecdotal records provide the teacher with continuous objective description of human behaviours as it occurs at a given time. They are continuing because records are kept concerning a child for long period of time. For example, semester, term or session. The anecdotal record can also be used as a basis for evaluation (decision making) by aiding human memory. It also records behavioural characteristics that concern the school, parents, teachers and learners. Such behaviours include anxiety, aggression, withdrawal, crying, negative and positive attitudes towards learning.

Rating Scale

Rating scale is a systematic procedure the teacher uses for obtaining the behavioural traits and report the observer's judgment. Rating scale is commonly used for measurement of students' personality traits such as attitudes, honesty, strength and weakness, emotional stability, likes and dislikes. It indicates which of the activities students dislike or like. A five or four-point rating scale could be constructed to discriminate students interest in schooling. For example, below is a list of statements learners may be asked to decide with each statement whether they:

a. Strongly Agree (SA)

b. Agree (A)

c. Undecided (U)

d. Disagree (D)

e. Strongly Disagree (SD)

I hate Social Studies because it is too difficult: SA, A, U, D, SD.

My principal is a very honest person and hardworking: SA, A, U, D, SD.

Checklist

Checklist is another instrument the teacher uses for the assessment of students. It is a prepared list of statements relating to behavioural traits, performance of students as well as predicting students' performance. The teacher uses this instrument especially when he identifies some behaviours in the students which can be judged present or absent. Each of the traits is checked by indicating presence or absence. Checklist aids the teacher to pay more attention to a particular trait; serves as training aid to clarify the desired process to students.

Socio-metric Technique

Socio-metric technique is another instrument that the teacher uses to assess some aspects of non-cognitive development in students. It assesses patterns of social relationships in students and finds out the

extent to which each of the students is accepted within the group. The process of socio-metric technique involves asking each member to indicate with which other members they would most like to engage in a particular activity. The activity chosen depends on the purpose for obtaining those peer ratings. If the purpose is to form compatible play, or work groups the teacher can ask each person to collect one or more members of the group with whom they like to play or work. The teacher therefore uses socio-metric techniques to assess:

a. Social relationship between certain experiences or group structure.
b. Societal acceptance.
c. Stability of a given two schools (communities) and their acceptability within the group.
d. Leadership selection (e.g. course reps., prefect, Head boy/girl.).
e. Identification of isolates.
f. Providing guidance services.
g. Identification of learning difficulties and remediation.

Attitude Scale

Attitudes are the effective behaviours of the students that are often exhibited in the school. The attitudes are predispositions to respond overly to social objects. They guide and direct an individual's

intensity, pervasiveness, sense of direction, consistency, silence etc. The direction of an attitude refers to whether an individual views a class or objects with favour or disfavour. The Likert (1932) designed the scale to measure the intensity of an attitude and called for graded response to each statement. The responses are usually expressed in terms of the following categories:

a. Strongly Agree (SA)

b. Agree (A)

c. Undecided (U)

d. Disagree (D)

e. Strongly Disagree (SD)

To score the scale, the alternative responses are credited 5,4,3,2,1 from favourable to unfavourable end. However, research scholars have advocated the reduction of this into Four points Likert Scale Model of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). To score this, the alternative responses are credited 4,3,2,1 from favourable to unfavourable end and vice versal. The factors the teacher should consider in assessing or appraising an individual's academic performance include mental maturity, motivation, study habits, study skills, values and norms of the society, cultural values, and beliefs etc.

CHAPTER ELEVEN

THE SOCIAL STUDIES TEACHER

Introduction

One of the basic truths in education is that the quality of education depends largely on the characteristics of the teacher. Although, the perfect teacher does not exist, the new educational system has its own demands and if the Social Studies teachers satisfy these demandsthey must possess certain qualities or attributes. These qualities include the following:

1. **Have adequate knowledge of the learners -**the Social Studies teacher should understand his learners' needs and interests, recognize and accept the unique individual differences among children. By so doing, he/she should consider the teaching aids and methods best suited to them.
2. **Have adequate Knowledge of the Materials to be taught - t**o be effective, the Social Studies teacher most be willing to work hard to obtain sufficient knowledge of his subject and to be able to impart them to his learners. Social Studies entails reading of printed matters like newspapers, journals, periodicals, magazines listening to radio, watching television,

attending seminars, workshops etc. The Social Studies teacher should be able to influence his pupils to emulate him.

3. **Should be a researcher -Social Studies** teachers should be researchers so as to contribute to knowledge and to the field of Social Studies in particular. This would help them to be professionally up-to-date through constant reading and studying programmes. They should remain students all theirlife. They must possess an active and sharp mind that is enriched with new knowledge and ideas so that their teaching becomes more exciting, attractive and up-to-date.
4. **Should be knowledgeable and well informed on a wide range of subjects -**being knowledgeable and well informed on a wide range of subjects such as History, Geography**,** Government/Political Science, Economics, Social Psychology etc from which Social Studies contents are selected would make the Social Studies teachers have respect, love and encouragetheir students to cultivate same.
5. **Be resourcefulness -**as Social Studies entail the use of various apparatus; teachers of the subject must improvise many of these pieces of apparatus or teaching aids from locally produced materials. They should not rely on the government to provide all

the materials to be used in teaching this subject. Make simple charts and pictures and also collect photographs, cutting etc for teaching the subject and be able to encourage learners to collect materials needed for the subject from home too.

6. **Be an Innovator and Agent of change -a**n innovator is someone who initiates and brings in new positive changes, ideas, concepts, ways of doing things, looking at things and events. Teachers of **Social Studies** should see themselves as innovators and agents of change through the systematic review of the curriculum and teaching materials and their objectives. They should therefore be knowledgeable about their community, its values, needs, and problems. He should select useful content and relate the programme to the community, he should be aware of the learning experiences the child has in the larger community outside the school and of the movements and social forces which influences the curriculum.
7. **Have Self-confidence -**teachers of Social Studies should be confident in their abilities to work successfully with others. Always identify themselves with others rather than withdrawing from them. Take pride in their job, feels worthy in what they believe to be significant in human service.

8. **Have interest in Social Studies -**effective teachers of Social Studies must have interest in the subject. Such interest may enable their learners to understand the subject. The interest can also secure the interest of the learners.

9. **Should be a national –**teachers of Social Studies should be nationals of the society in which they are to operate. This is because Social Studies touches on very highly sensitive national issues. It involves issues such as values, belief, social norms, culture, creating national identity etc.

REFERENCES

Ahmed, M. A. (2017). Improvization of instructional materials for the teaching of biology: an important innovation in Nigerian educational system. Retrieved 18th June 2022 from *https://www.globalacademicgroup.com*

Akem, J.A. & Aduloju, M.O. (2003). Principles of measurement and evaluation: continuous assessment and psychological testing in education. Retrieved 15th June, 2022 from *https://researchgate.net*

Akem, J. A. (2008). *Continuous assessment: a practical handbook for schools.* Makurdi: Selfers Academic Press Limited.

Anderson, L. W. & Krathwohl, D. R. (2001). A taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy of educational objectives. New York: Longman. Retrieved 6th July, 2022 from *https://nsee.memberclick.net*.

Barth, J. L. & Shermis, S. S. (1970). Defining the social studies: an exploration of three traditions. *Social Education, 34 (8), 743-751*.

Boogard, V. (2021). What is a concept map? Here's everything you need to know. Retrieved 8th July, 2022 from *google.com/amp/s/mi*

Dostál, J. (2015). Inquiry-based instruction: Concept, essence, importance and contribution. Olomouc: Palacký University. Retrieved 18th August, 2019 from *www.researchgate.net/publication*.

Dubey, D.L. and Bath, J.L. (1980). *Social studies: The Inquiry Method Approach*. Thomas Nelson and Sons Ltd. Lagos.

Edinyag, S.D. & Ubi, I.E. (2012). Relative effectiveness of inquiry and expository method of teaching Social Studies on academic performance of secondary school students in Akwa Ibom State, Nigerian. Retrieved June 20, 2022, from: www.connection.ebscohostcomy/articles.

Ezendu, F. O. & Ezinwanne, O. P. (2013). Effect of simulation on students' performance in senior secondary school chemistry in Enugu East local government area of Enugu State, Nigeria. *Journal of Education and Practice, 4(19), 84-89.*

Famwang, W. V. (1989). Instructional materials usage and resource management in social studies. *Nigeria Journal of Social Studies. 1 (1), 48-53*

Federal Government of Nigeria (2013). *National policy on education (Revised).* Yaba: NERC Press

Gbamanja, S. P. (2002). *Essentials of curriculum and instruction: theory and practice. 3rd ed.* Port Harcourt: Para graphics

Graciela, K. (2014). Towards a dynamic approach to entrepreneurship: a simulation to measure effects of learning in entrepreneurial decision making. Retrieved 3rd November, 2019 from *scholar.google.com/citations*

Huitt, W. (2003). Moral and character development Educational psychology interactive Valdosta, GA: Valdosta State

University,. Retrieved December 2011, from www.edupycinteractive.ort/morchr/morchr.html

Kazi, N. P. (2014). *A compendium of economics, educational, historical, political religious and social issues in social studies.* Jos: WAIS Printing Press.

Kerr, A. (1984). T*he curriculum theory and practice 2nd ed.* London: Harper and Row

Kissock, C. (1981). *Curriculum planning for social studies teaching.* New York: John Willey and Sons.

Krulik, R. N. (2010). *A practical approach to problem solving.* New York: The Macmillan.

Linkert, R. (1932) A technique for the measurement of attitudes. Archieves of psychology, 140, 44-53. Retrieved 6 July 2022 from *https://www.scirp.org*

Mbaba, J. O. (2008). Critical problems facing the study of social studies in the primary and junior secondary schools in Ebonyi State. *Journal of Arts and Social Sciences 1 (1), 145-152.*

Mezieobi, K. A. (2014). Best pedagogic practices in social studies in Nigeria. *Nigerian Journal of Social Studies and Civic Education.* 6 (1), 13-24.

NERDC, (2007). Federal Ministry of Education, 9 years Basic Education Curriculum Social Studies for JSS 1 – 3. Sheda, Abuja: NERDC.

Olatunde, F. (2010). Primary schools' social studies curriculum and methods. PED 216 lecture material for National Open University of Nigeria. Retrieved 6th July, 2022 from *https://nou.edu.ng*

Okam, C. C. (1998). Teaching issues, insights and problems in the Social Studies education in Nigeria. Jos: Deka Publications. Retrieved 5thJuly, 2022 from *www.globalacademicgroup.com*

Okam, C. C. (2011). *Exploring the language of social studies education for rationalization of classroom instructions in basic education in Nigeria*. International Journal of Education and Research 4 (4), 59-78 retrieved 17 June, 2022 from*https://www.ijern.com*

Okonkwo, I. G. (2012). Effect of concept mapping and simulation-game teaching strategies on students' performance and interest in environmental concepts in Chemistry. *Unpublished PhD Thesis, University of Nigeria, Nsukka*

Ranee, H. (2016). Interactive Collaborative Learning. the proceedings of the 19th International Conference on Interactive Collaborative Learning, held 21-23 September 2016 at Clayton Hotel in Belfast, UK. Retrieved 3rt November, 2019 from https://www.researchgate.net

Shamija, T. A. (2015). *Social studies education: an introductory text.* Makurdi: Azaben Press

Srinivas, H. (2018). Collaborative learning. Retrieved 16th July, 2019 from *www.gdrc.org/kmgmt/index.html*

Summit Management Consultant Service (2018). *Collaborative teaching. Training module on psychosocial support and pedagogy for basic education teachers in conflict and crisis environment. Gombe: Gombe Press.*

Warner, J.A., & Myers, E.B. (2014). Implementing Inquiry-Based Teaching Methods. Retrieved on 9th March, 2017 from *https://edis.ifas.ufl.edu/wc076*.

Yoon, H., Joung, Y. J.& Kim, M. (2012). The challenges of science inquiry teaching for pre-service teachers in elementary classrooms: Difficulties on and under the scene. *Research in Science and Technological Education,* 42(3), 589–608.